

WHAT IS

TIME TO TEACH?

Every child deserves a world-class teacher who adroitly delivers instruction, a teacher with high standards and expectations, a teacher who is kind and caring, who inspires, cherishes, and teaches in a way that is meaningful and powerful. Time To Teach helps ordinary teachers to move to extraordinary levels of professionalism.

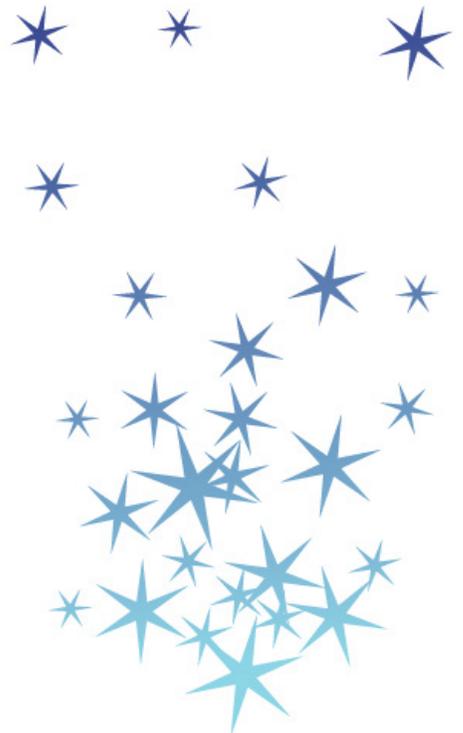
Time To Teach is a research based, highly successful set of classroom management strategies that tens of thousands of teachers have been using for over four decades. These strategies help teachers become more effective in the classroom. The schools implementing Time To Teach see a rise in student scores, parental involvement and support, and teacher job satisfaction. Where Time To Teach is present, teaching and learning are occurring at the level our children deserve.

We have a motto that we strive diligently to adhere to every day. It is: “In God we trust, all others bring your data.” Our research and data span back six decades. We have learned, practiced, and honed those strategies proven to help children and teachers which are verifiable and replicable and which are supported by eminent educational researchers like Robert Marzano, and we have jettisoned all those ideas which do not work.

Teaching kids is more than a profession, it is a calling that only serious individuals should answer. We constantly search for teaching greatness and when we find that teacher, and if they pass a rigorous interview process, we invite them to become one of our elite national trainers.

You are reading this because we are interested in someone you know. We hope you can help sponsor them to become a trainer because if you do they are eligible to return your community to teach these vital skills to any school who will host a training.

The development of the Time To Teach strategies began with the help and guidance of Dr. Madeline Hunter, professor of education at UCLA and John Wooden, the famed basketball coach and American icon, also from UCLA. The teacher who has given you this information



has been honored with an invitation to join a team that is connected with important education history and tradition in America. To accept the invitation and become one of these elite trainers this person needs your help.

We would like to share some of our success data from elementary, junior high, high schools, and school districts across America. The teacher who has asked for your sponsorship can have the same impact on teaching and learning in your community schools!

When schools spend taxpayer money on programs it is essential that those programs benefit the students. For those schools that have adopted a reading, math, writing, or other content area program (they all have), we help those schools and teachers to deliver that fine curriculum like never before. No matter what program or philosophy a school has adopted or bought, our strategies will amplify the good in that program and erase any negatives interfering with the teachers' ability to teach and deliver the curriculum. That is why we are called Time To Teach!

Our impact on improving the success of students, teachers, and schools is well documented across America. In addition to an improvement in student behavior following our training, schools also report 1) a rise in teacher job satisfaction, 2) a rise in student scores, 3) a major decrease in referrals, 4) a decrease in dropout rates and suspensions, 5) an improvement in the feeling tone in classrooms and throughout the school building, and 6) that our strategies have allowed them to finally achieve the systemic cultural change they had been seeking for so long. **At long last they are teaching and reaching the hearts and minds of the children they serve. Every student should be in such a classroom and school and that is why it important that you help sponsor this teacher to attend the Time To Teach training.**

Our goal is not to replace school discipline systems or programs currently in place – although because of our success this occurs weekly in schools across America. Schools may adopt our entire set of strategies to deliver positive systemic cultural change or may use bits and pieces to augment their current education programs.

We make others better.

The teacher asking you for sponsorship can help us in our endeavor to elevate education to the highest of standards. We know this because we have done our due diligence interviewing this talented educator. The teachers we select to offer our programs are already of a high caliber. Now, they wish to move to an EVEN higher level of professionalism in order to best serve their students, and they also want to bring the strategies they learn at our world-class training back to share with other teachers. They can do all of this, and more, by attending the Time To Teach Training.

Please support this individual in this noble pursuit.

Yours in education,
Time To Teach!

SCHOOL SUCCESS DATA

"During my first two years as principal of Clark Street Elementary School, we experienced over 300 office referrals and over 150 out-of-school suspensions! This year we implemented Time To Teach strategies and so far we have only had two office referrals in six weeks!"

John Hargrove, Principal, Clark Street Elementary, North Carolina

"Lawton Public Schools is a lower socioeconomic school district in Oklahoma that services 17,000 Pre-K through 12th grade students; over half of which are minority. Twenty-nine of our thirty-five schools were trained using the Time To Teach strategies, affecting more than 11,000 children. Following training, we experienced a 16% decrease in suspensions and office referrals, and a dramatic decrease in pupil enrollment for Behavior Intervention and Behavior Disorder classes. We have also seen a 9% increase in test scores and none of our schools are on the school improvement list for No Child Left Behind."

Billy Davis, Executive Director Elementary Education, Lawton Public Schools, Oklahoma

" We have used the Time To Teach strategies for eighteen years! These strategies allowed me to get into the classrooms and help teachers instead of having to deal with a line of students awaiting discipline intervention. Time To Teach truly delivers on its promise to gain back valuable teaching time that is so often lost to matters of discipline."

Lynette Hedden, Retired Principal, Richland, Washington

"The number of student referrals in our middle school has dropped 30% on average, every year over the past three years. It is because of Time to Teach that I can say with pride, "Every day I teach!"

Keith Johnson, Teacher/Technology Director, Reading Community Schools, Michigan

"I have seen some of my students move up from Special Education and Title Programs to achieve at grade level performance. My referrals have been eliminated. Students that were never able to do so before are now meeting benchmark standards and making dramatic gains in reading and writing fluency. After 19 years as an educator, I finally have Time To Teach with care and compassion."

Libba Sager, Elementary Teacher, Toledo Elementary, Oregon

"I have seen a 15 point gain in math and science scores on the state standardized test, which helped our school meet its AYP/API, and I have not sent a single student to the office all year. Time To Teach has helped me successfully teach second language learners, children with ADD, ADHD, Tourettes, learning disabilities, disenfranchised youth, and impoverished students."

James Turner, Middle School Teacher, Lompoc, California

"At Lompoc Valley Middle School, the referral numbers for class disruption were reduced by 62% using Time to Teach strategies, and Lompoc High School's referral numbers were lower than those of the rival high school for the first time ever."

Carrie Chase, High School Counselor, Lahainaluna High School, Hawaii